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ABSTRACT

The booklet contains directions for designing six word games to provide motivation, reinforcement, and review for students of all ages, from children to adults, as they learn the Ojibwe language. Step-by-step instructions are provided for making and playing Quiz Board, Tic-Tac-Toe, Concentration, Lottery, Lingo (Bingo), and Incocomp. Suggestions for adapting the games to the age and language ability levels of the students, using other languages, and creating flash cards and tapes are outlined. Supplementary materials included are illustrated diagrams and/or sample cards for each game; a pronunciation guide; and bilingual English/Ojibwe lists of pets and farm animals, wild animals, fish, birds, insects, body parts, people, relatives, food, fruits and vegetables, household objects, kitchen items, months and seasons, days and time, weather vocabulary, places, everyday expressions, and numbers. (NEC)

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Let's Play in Ojibwe!!

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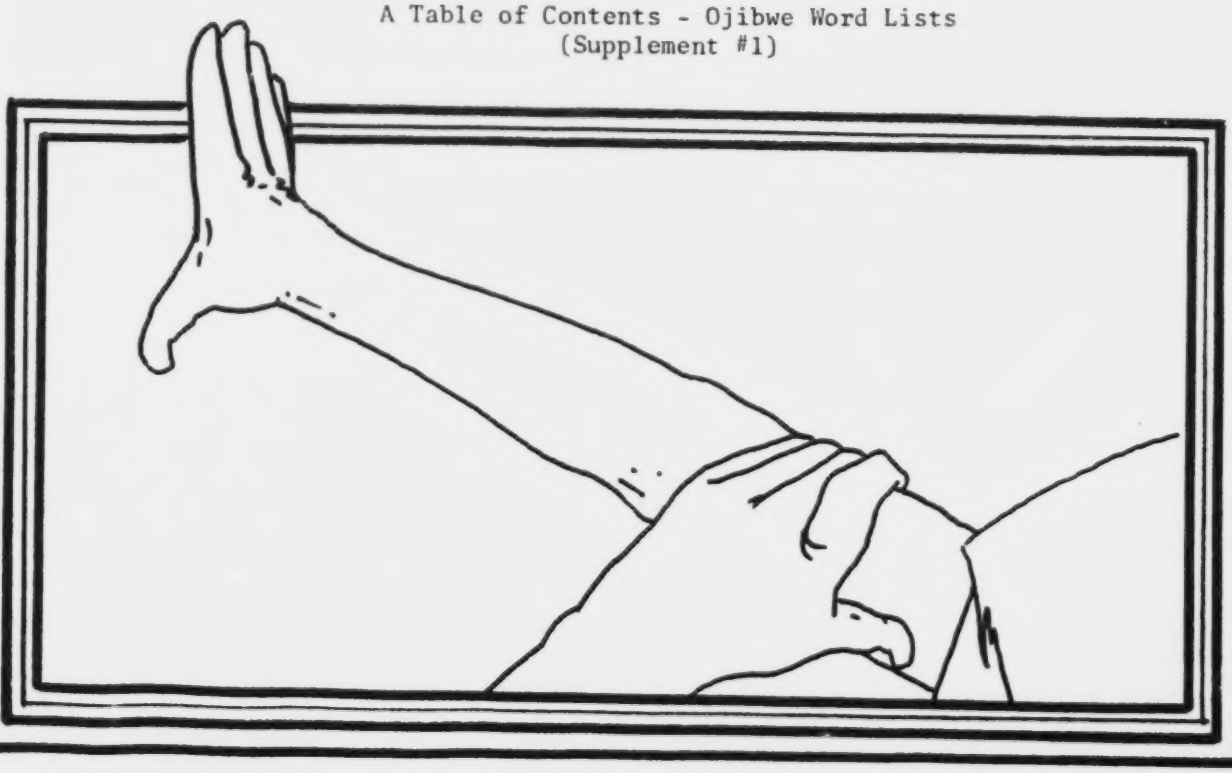
(Supplement #1)



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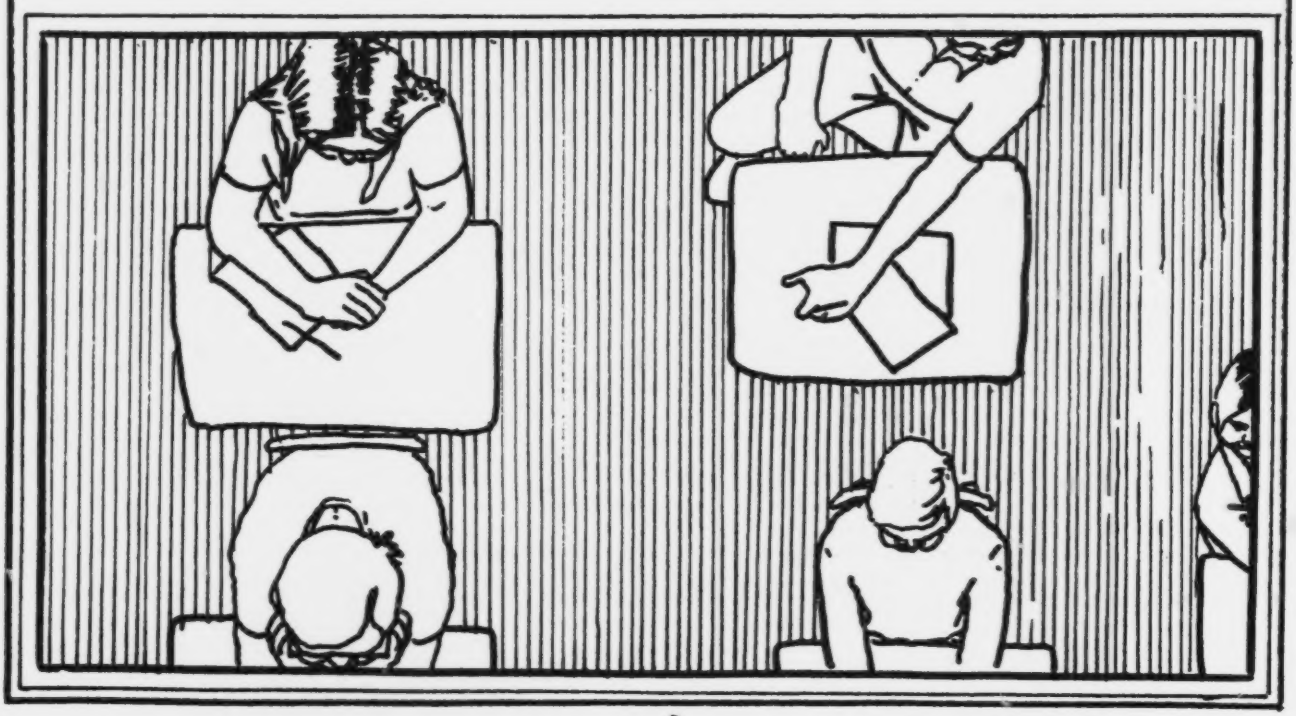
INTRODUCTION

This booklet is designed for teachers to adapt to the abilities and readiness of their students. The learning of another language can be fun. These games are designed for all age levels from children to adults. Pictures instead of words should be used for pre-readers. Emphasis should be on speaking and listening. The games are made to motivate, reinforce, and review a new language.

Several things should be stressed before you use these games in the classroom. Explain the rules clearly to your class so there will be no confusion. The target language in this book is Ojibwe, however, other languages may be used as well.

These games have been tested and well received in elementary and secondary schools in Minneapolis.



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THE COMPLETION QUIZ BOARD GAME

This game is designed to review or test individually, or groups, with the different formats: true or false, multiple choice, and matching. The number and difficulty of items depends on the accumulated proficiency of your students. The items can be expressed in two languages with pictures and graphics or in various combinations.

What makes this game exciting is that it immediately reinforces the student with a light or sound for the correct response.

You can design the game board to test the relationship between three items. Example: for Minnesota geography you can match Ojibwe and English names of reservations and locate them on the map in either language. The third item could be pictures of words matched in either language. (There are examples to be found in the back of the book.)

HOW TO MAKE A QUIZ BOARD

(Illustration in back of book.)

1. Cut pegboard approximately two feet by four feet. Pegboard works best because it is inexpensive; you don't have to drill holes, and you can vary its size according to your needs.

2. Next, wire the pegboard on the reverse side. Bell wire works best because it's coated. The question screw is wired to the correct answer screw which creates a circuit.

3. The circuit is completed when you use a simple continuity tester which is easily obtained at a hardware store.

THE GAME OF TIC-TAC-TOE

This game reinforces all the basic skills in language. The ways of winning TIC-TAC-TOE are familiar to most of us. It is a game of strategy and fun.

Here is how to make the game:

Each of the nine blanks have a picture, a question, a word or a phrase in English or the target language. Divide the class into two teams called "X" and "O". When a team answers a square correctly, their "X" or "O" is written over the square. If one team does not know the answer, the other team gets a turn. This is done until the correct response is given. Then it is the other team's turn. The game is won when three "X's" or "O's" are in a vertical, horizontal, or diagonal row. The losing team begins the next set. Items for the next game can differ.

It is important that you clearly explain the rules to the students before the game begins. The group or individuals may respond with or without consultation. If neither group wins, "The Cat" or the teacher wins.

The nine squares can be written on the board and the "X's" and "O's" can be written over with different colored chalk. Tagboard can be used in place of chalkboard. Also you can use an overhead projector, where transparencies can be made permanent or erasable. If this is done, the "X's" and "O's" can be written on with a washable marker or cut from paper.

(One variation is to use sixteen (4 x 4) or twenty-five (5 x 5) squares for advanced students.)

(There are several examples of completed games of TIC-TAC-TOE in the back of the book.)

A GAME OF CONCENTRATION

This game develops language skills and especially visual memory. It is a matching game where each square is covered or reversed and numbered. The number of squares can be 9 (3 x 3), 16 (4 x 4), or 25 (5 x 5). This depends on how advanced the students are. The student can match pictures, words, or questions and the answers can be in either English or the target language. CONCENTRATION can be played alone, cooperatively or competitively. It can be played on the blackboard, or tagboard pieces. When an individual or team makes a match their turn continues until they miss. Then it is the other team's turn.

(An illustration of the game of CONCENTRATION is shown at the back of the book.)

THE GAME OF LOTTERY

The numbers of squares on the cards should be geared to the readiness of the group. This game uses fifty-two items and sixteen squares (4 x 4). The students can fill out their cards as they please. Make sure they do not repeat any item more than once.

(An example of LOTTERY is found in the back of the book.)

FLASHCARDS

Items can be learned, reviewed, and tested by using FLASHCARDS with one language on one side and another language on the reverse side, or a picture. Using pictures puts stress on speaking the target language more quickly. When first learning a language the most important skills are: listening, understanding, and speaking. Reading, writing, and translation should come later.

(An example of a FLASHCARD is found in the back of the book.)

THE GAME OF LINGO

Each child receives a card and pieces of paper to cover the squares on the card. The cards may be designed by you or the students or both.

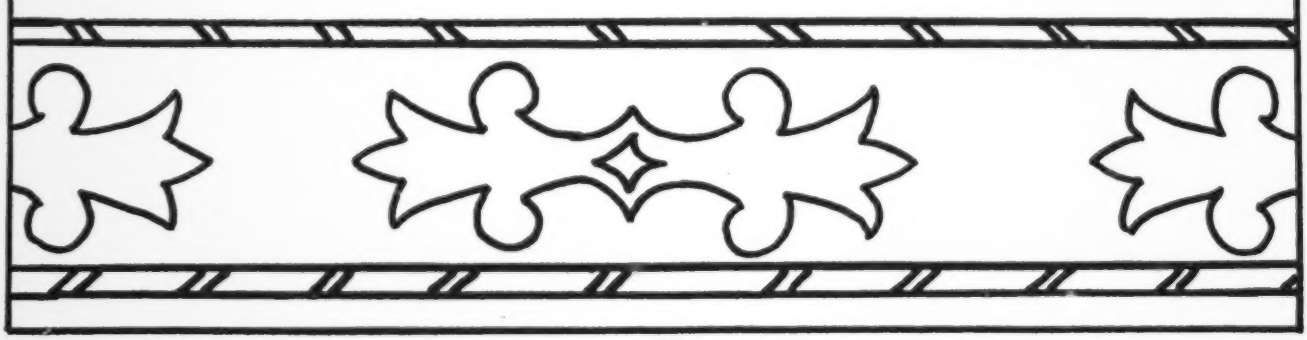
In the game of LINGO (as in BINGO) there are five columns, five squares in each column, and a free spot in the middle of the card. Together with, or in place of the numbers 1-75, words may be in English or the target language. Also pictures of words can be substituted. LINGO can represent five different categories such as L (animals), I (food), N (trees), G (household items), and O (family).

The teacher may provide the word list in either or both languages. The students select, individually, five from each category of fifteen to complete their cards. (Under "N", there is room for four.) The teacher has a master sheet and a container from which she or he pulls out the entries one at a time and reads them clearly in either or both languages.

The first student to complete a row of answers on the card shouts "LINGO!", then reads aloud from her or his card the winning entries so the class may check their cards.

Make sure the students know the type of LINGO being played: horizontal, vertical, diagonal, four corners, or coverall.

(An example of the game of LINGO is shown at the back of the book.)



LANGUAGE MASTER CARDS

These cards help students review language by hearing the word, seeing a picture, and seeing it written. The cards are relatively small and have enough space to hear the word or phrase once. After this the listener repeats the word or phrase and listens to the sound again. The advantage is the card can be put in the machine many times in a short period.

TAPES

The advantage of a tape recorder is its mobility; also tape cassettes can easily be taken home by the student for practice. Tapes are good for understanding, speaking and listening, and can reinforce reading and writing. Timing, spacing, and repetition are possible with tapes. Speeches and dialogues, music and songs, phrases and words can all be taped. Everyone in the home can become involved in the learning activity. All of these can be used as follow-up activities to learn, review and test on an individual, cooperative, or competitive basis.

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THE GAME OF INCOCOMP

(The purpose of this game is to learn information on the cards, to review, and to experience three learning structures in the same period.)

This game uses three learning structures: the individualized, the cooperative and the competitive. The teacher makes a list of words, facts, or concepts that she or he wants the students to learn. Again, the amount and difficulty of items depends on the readiness of the students.

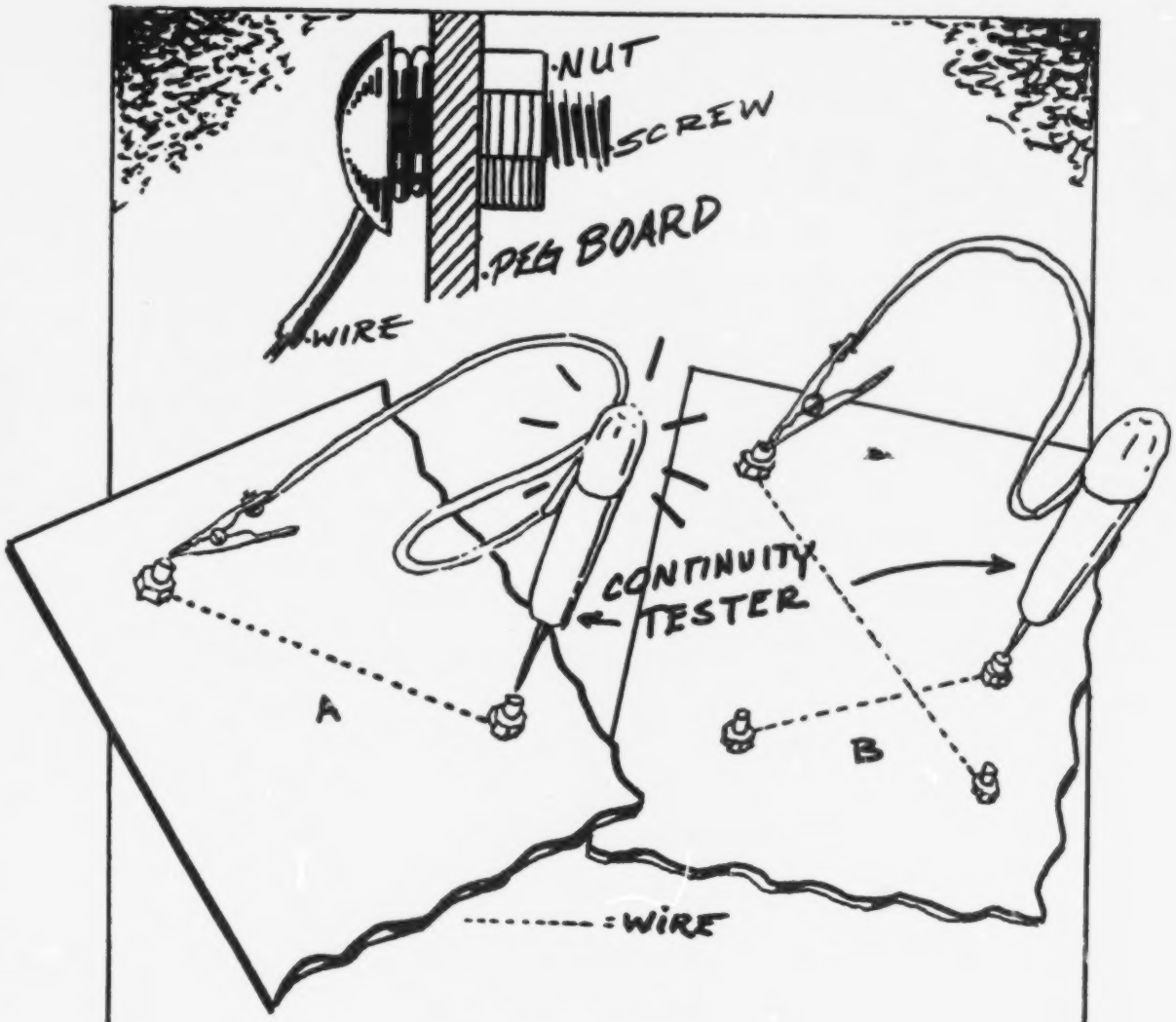
Each item from the list can be put on separate cards to make a set. For a language activity each student can make their own set of cards.

The rules of the game should be clearly understood. Time is divided into three parts. If there are twenty-five students in the room, there should be five teams of five students. The teacher passes out one complete set of cards to each team and instructs them to divide the cards equally and study the information on the cards quietly and individually for ten minutes.

Then the teacher instructs the groups to work cooperatively so that everyone in each group knows all the information on all the cards in the set. A little more time should be given to this activity. The teacher then tells the students to put their cards into their envelope. The teacher collects them and asks the students to clear away all notes so everyone has the same advantage.

The teacher begins with the first person in the first group and asks for response to an item they have studied on the cards. First tries are worth twenty points which is given to the team. No one should help the student. The first person on the second team is asked for ten points. If the person does not know, the next team gets to try to answer for ten points. If he or she does not know the next person in the next group gets to try, and so on. The team with the most points wins.

QUIZ BOARD —



A = COMPLETED CIRCUIT, CORRECT ANSWER

B = INCOMPLETE CIRCUIT, INCORRECT ANSWER

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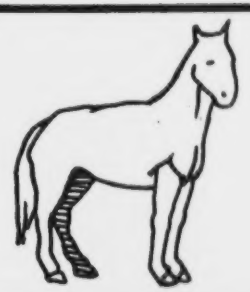
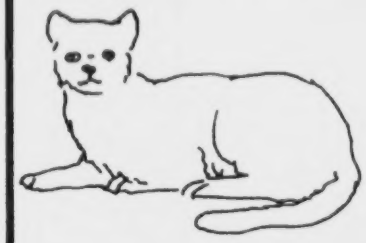
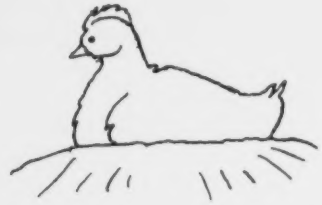
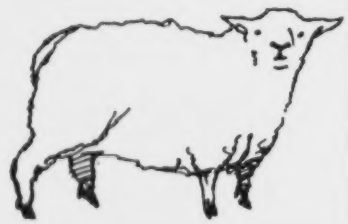
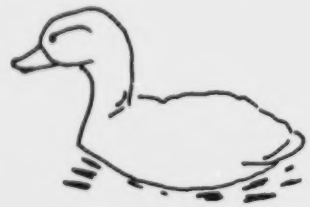
-TIC·TAC·TOE-

BABY	INDIAN	OLD WOMAN
MAN	CHILD	WOMAN
BOY	OLD MAN	GIRL

-Concentration-

		BIZHIKI	WAABOOZ
GAAZHAGENS		ANIMOSH	
	BAAKA'AAKWE		BEBEZHIGOGANZHI
ZHIISHIIB	MAANISHTAANISH		

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· FLASHCARD ·

SIDE A: OJIBWE PRONUNCIATION

SIDE B: 1. ENGLISH TRANSLATION
2. PICTURE

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L	I	N	G	O

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(Supplement #1)

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4. Some Other Four-Legged Relatives
5. Something Is Fishy Around Here
6. Birds Of A Feather
7. Little Buggers
8. My Body
9. Who's That? (People)
10. Who Is That? (Relatives)
11. Let's Eat! (WIISINIDAA)
12. Fruits/Vegetables (Words that end in "MIN")
13. Around The House
14. Around The Kitchen
15. Months And Seasons
16. Days And Time
17. How's The Weather?
18. Places
19. Everyday Expressions
20. Numbers

1 PRONUNCIATION

Remember that every language has its own set of sounds! The English equivalents are only approximate. System 1 is the international phonetic system, System 2 is based on English. System 3 is what is used in this word list. It is presently the most widely used writing system in Ojibwe country.
NOTE: The words may be written in syllables to aid the reader.

Ojibwe Writing

1	2	3		Ojibwe Word	English Meaning
a	a	a	but	ESIBAN	raccoon
a	ah	aa	bought	WAAGOSH	fox
e	ay	e	bait, bet	ZHAANGWESHI	mink
i	i	i	bit	AMIK	beaver
i	ee	ii	beat	MA'IINGAN	wolf
o	o	o	obey, foot	AGONGOS	chipmunk
o	oh, oo	oo	boat, booth	AJIDAMOO	squirrel

Nasal vowels are pronounced by releasing air through the nose and are underlined. Fish GIIGOO

Nasalized vowels also occur after 'm' and 'n' and especially in front of s, sh, z, zh and w.
Sturgeon NAME Dog ANIMOSH

Consonants have pairs:
B (bay) D (day) G (gun) Z (zeal) ZH (measure)
P (pay) T (toy) K (kit) S (seal) SH (mission)

There are two nasal consonants: M (met) N (net)

The Glottal Stop (') - This occurs in one English word (oh-oh) at the hyphen. (wolf MA'IINGAN)

'W', 'Y' can be consonants or vowels.

As consonants: W - west Y - yes (meat WIIYAAS)

As vowels: W - cow that A'AW
Y - die my dog NINDAY

The alphabet consists of 25 letters:

A, AA, B, CH, D, E, G, H, I, II, J, K, M, N, O, OO, P, S, SH, U, W, Y, Z, ZH, '

NUMBER AND GENDER

In the word lists the plurals are often given in parentheses. Remember that plurals in -G are animate, considered living, and sometimes marked + and plurals in -N are inanimate and marked - . Verbs, nouns and adjectives must agree in gender (animate or inanimate) and in number (singular or plural).

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L	I	N	G	O
SOME PETS AND FARM ANIMALS	SOME OTHER FOUR-LEGGED RELATIVES	SOMETHING IS FISHY AROUND HERE	BIRDS OF A FEATHER	LITTLE BUGGERS
1. BUFFALO	16. BEAR	31. BLOODSUCKER	46. BALD EAGLE	61. ANT
2. CAT	17. BEAVER	32. BULLHEAD	47. BLACKBIRD	62. BEE
3. CHICKEN	18. CHIPMUNK	33. EEL POUT	48. CHICKADEE	63. BUTTERFLY
4. COW	19. DEER	34. FISH	49. CRANE	64. CLAM
5. DOG	20. FOX	35. MUSKELLUNGES	50. CROW	65. CRAB
6. DONKEY	21. LYNX	36. NORTHERN	51. GOLDEN EAGLE	66. FIREFLY
7. DUCK	22. MARTEN	37. PAINTED TURTLE	52. HAWK	67. FLY
8. GOAT	23. MINK	38. PERCH	53. KINGBIRD	68. FROG
9. GOOSE	24. MUSKRAT	39. SNAPPING TURTLE	54. LOON	69. GRASSHOPPER
10. HORSE	25. OTTER	40. STURGEON	55. MALLARD DUCK	70. LOUSE
11. MOUSE	26. RACCOON	41. SUCKER	56. OWL	71. SNAIL
12. PIG	27. SKUNK	42. SUNFISH	57. PARTRIDGE	72. SNAKE
13. RABBIT	28. SQUIRREL	43. TROUT	58. ROBIN	73. SPIDER
14. SHEEP	29. WEASEL	44. WALLEYE	59. SEAGULL	74. WOODTICK
15. TURKEY	30. WOLF/WOLVES	45. WHITEFISH	60. WOODPECKER	75. WORM

3 SOME PETS AND FARM ANIMALS

1.	BUFFALO (S)	MASH KO DE BI ZHI KI (WAG)
2.	CAT (S)	GAA ZHA GENS (AG)
3.	CHICKEN (S)	BAA KA' AA KWE (YAG)
4.	COW (S)	BI ZHI KI (WAG)
5.	DOG (S)	A NI MOSH (AG)
6.	DONKEY (S)	ME MAAN GI SHENS (AG)
7.	DUCK (S)	ZHII SHIIB (AG)
8.	GOAT (S)	MAA NI DI KO SHENS (AG)
9.	GOOSE (GEESE)	NI KAA (G)
10.	HORSE (S)	BE BE ZHI GO GAN ZHII (G) (MISH TA DIM (OOG))
11.	MOUSE (MICE)	WAA WAA BI GO NOO JII (YAG)
12.	PIG (S)	GOO KOOSH (AG)
13.	RABBIT (S)	WAA BOOZ (OOG)
14.	SHEEP	MAA NISH TAA NISH (AG)
15.	TURKEY (S)	MI ZI SE (G)

---

4 SOME OTHER FOUR-LEGGED RELATIVES

1.	BEAR (S)	MA KWA (G)
2.	BEAVER (S)	A MIK (WAG)
3.	CHIPMUNK (S)	A GON GOS (AG)
4.	DEER	WAA WAASH KE SHI (WAG)
5.	FOX (ES)	WAA GOSH (AG)
6.	LYNX (ES)	BI ZHIW (AG)
7.	MARTEN (S)	WAA BI ZHE SHI (WAG)
8.	MINK	ZHAAN GWE SHI (WAG)
9.	MUSKRAT (S)	WA ZHASHK (WAG)
10.	OTTER (S)	NI GIG (WAG)
11.	RACCOON (S)	E SI BAN (AG)
12.	SKUNK (S)	ZHI GAAG (WAG)
13.	SQUIRREL (S)	A JI DA MOO (G)
14.	WEASEL (S)	ZHIN GOS (AG)
15.	WOLF/WOLVES	MA' IIN GAN (AG)

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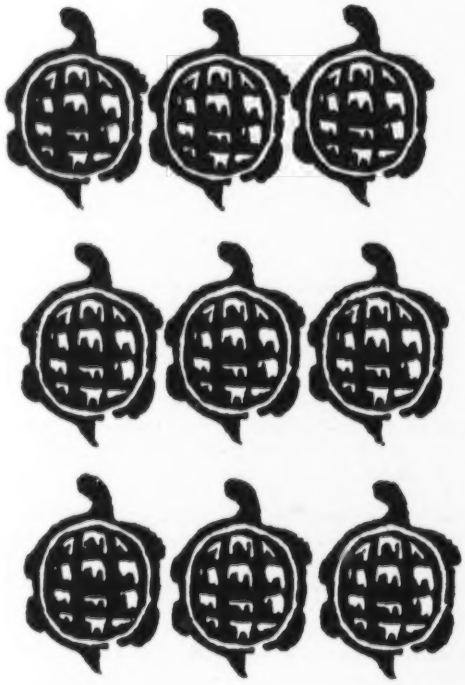
5 SOMETHING IS "FISHY" AROUND HERE

1.	BLOODSUCKER (S)	ZA GA SKWAA JI ME (G)
2.	BULLHEAD (S)	WA WA SI SII (G)
3.	EEL POUT (S)	MI ZAY (AG)
4.	FISH	GII GOO (UAG)
5.	MUSKELLUNGES (S)	MASH GI NOO ZHE (G)
6.	NORTHERN (S)	GI NOO ZHE (G)
7.	PAINTED TURTLE (S)	MI SKWAA DE SI (WAG)
8.	PERCH	A SAA WENS (AG)
9.	SNAPPING TURTLE (S)	MI KA NAAK (WAG)
10.	STURGEON (S)	NA ME (WAG)
11.	SUCKER (S)	NA ME BIN (AG)
12.	SUNFISH	A GWA DAA SHIINS (AG)
13.	TROUT	NA ME GOS (AG)
14.	WALLEYE (S)	O GAA (WAG)
15.	WHITEFISH	A DI KA MEG (WAG)



6 BIRDS OF A FEATHER

1.	BALD EAGLE (S)	MI GI ZI (WAG)
2.	BLACKBIRD	A SI GI NAAK (WAG)
3.	CHICKADEE (S)	GI JI GI JI GAA NE SHII (YAG)
4.	CRANE (S)	A JI JAAK (WAG)
5.	CROW (S)	AAN DEG (WAG)
6.	GOLDEN EAGLE (S)	GI NIW (AG)
7.	HAWK (S)	GE KEK (WAG)
8.	KINGBIRD (S)	WIN DI GO BI NE SHII (YAG)
9.	LOON (S)	MAANG (WAG)
10.	MALLARD DUCK (S)	I NI NI SHIB (AG)
11.	OWL (S)	GOO KOO KO'OO (G)
12.	PARTRIDGE (S)	BI NE (WAG)
13.	ROBIN (S)	O PI CHI (WAG)
14.	SEAGULL (S)	GA YAASHK (WAG)
15.	WOODPECKER (S)	BAA PAA SE (G) (ME ME (G))

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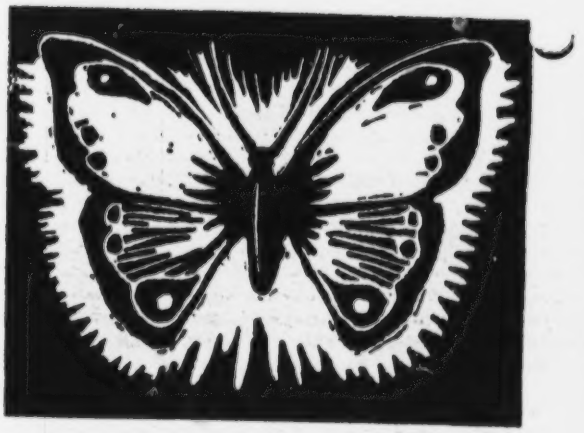
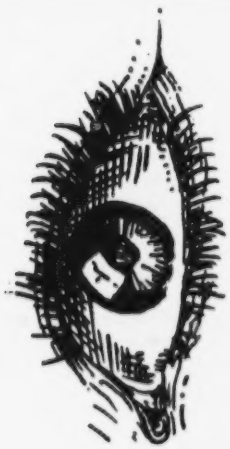
7 LITTLE BUGGERS

1.	ANT(S)	E NI GOONS (AG)
2.	BEE (S)	AA MOO (G)
3.	BUTTERFLY (IES)	ME MEN GWAA (G)
4.	CLAM (S)	ES (AG)
5.	CRAB (S)	A SHAA GA SHII (YAG)
6.	FIREFLY (IES)	WAA WAA TE SE (G)
7.	FLY (IES)	O JIINS (AG)
8.	FROG (S)	O MA KA KII (G)
9.	GRASSHOPPER (S)	BA PA KI NE (G)
10.	LOUSE (LICE)	I KWA (G)
11.	SNAIL (S)	BI MIS KO DI SII (G)
12.	SNAKE (S)	GI NE BIG (OOG)
13.	SPIDER (S)	A SA BI KE SHII (YAG)
14.	WOODTICK (S)	E ZI GAA (G)
15.	WORM (S)	MOO SE (G)





8
MY BODY

		LOCATION -AANG (NII YAW)
1.	MY ARM(S)	NI NIK (AN)
2.	MY BACK	NI PI KWAN
3.	MY EAR(S)	NI TAA WAG (AN)
4.	MY EYE(S)	NISH KIIN ZHIG (OON)
5.	MY FOOT/FEET	NIN ZID (AN)
6.	MY HAND(S)	NI NINJ (IIN)
7.	MY HEAD	NISH TI GWAAN
8.	MY HEART	NIN DE'
9.	MY LEG(S)	NI KAAD (AN)
10.	MY MOUTH	NIN DOON
11.	MY NAVEL (BELLY BUTTON)	NIN DIS
12.	MY NOSE	NIN JAANZH
13.	MY RUMP	NIN DI
14.	MY STOMACH	NI MI SAD
15.	MY TOOTH/TEETH	NII BID (AN)

NOTE: All of the above body parts are considered inanimate.

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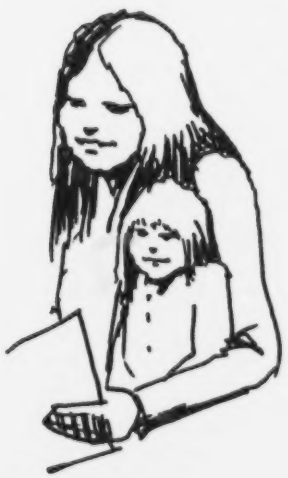
- WHO'S THAT? -9	A WE NEN A'AW?
1. AMERICAN(S) LONG KNIFE WHITE SKINNED	GI CHI- MOO KO MAAN (AG) (WA YAA BISH KII WED (JIG)
2. ASIAN(S) (MAN WHO MAKES TEA)	A NII BII SHA BOO KE WI NI NI (WAG)
3. BABY (BABIES)	A BI NOO JII YENS (AG)
4. BLACK(S) (BLACK FLESH)	MA KA DE- WII YAAS (AG)
5. BOY(S)	GWII WI ZENS (AG)
6. CHILD(REN)	A BI NOO JII (YAG)
7. COMPANION(S), FRIEND(S)	WII JI WAA GAN (AG)
8. GIRL(S)	I KWE ZENS (AG)
9. INDIAN(S)	A NI SHI NAA BE (G)
10. MAN (MEN)	I NI NI (WAG)
11. OLD MAN (MEN)	A KI WEN ZII (YAG)
12. OLD WOMAN (WOMEN)	MIN DI MOO YE (YAG)
13. WOMAN (WOMEN)	I KWE (WAG)
14. YOUNG MAN (MEN)	OSH KI NA WE (G)
15. YOUNG WOMAN (WOMEN)	OSH KI NII GI KWE (G)



WHO IS THAT? 10 (RELATIVES)	A WE NEN A'AW?
1. MY CHILD	NI NII JAA NIS (AG)
2. MY CROSS-COUSIN (FEMALE-FEMALE)	NIN DAAN GO SHE (YAG)
3. MY CROSS-COUSIN (MALE-MALE)	NII TAA WIS (AG)
4. MY DAUGHTER	NIN DAAN ((IS)) (AG)
5. MY FATHER	NOOS (AG), NIM BAA BAA, NIN DE DE
6. MY GRANDCHILD	NOO ZHI SHE (YAG)
7. MY GRANDFATHER	NI MI SHOO MIS (AG)
8. MY GRANDMOTHER	NOO KO MIS (AG)
9. MY MOTHER	NIN GA, NI MAA MAA, NIN DOO DOO
10. MY OLDER BROTHER	NI SA YE (YAG)
11. MY OLDER SISTER	NI MI SE (YAG)
12. MY SIBLING OF THE OPPOSITE SEX	NIND A WE MAA (G)
13. MY SON	NIN GOS ((IS)) (AG)
14. MY SWEETHEART, MY CROSS-COUSIN OF THE OPPOSITE SEX	NII NI MO SHE (YAG)
15. MY YOUNGER BROTHER OR SISTER	NI SHII ME (YAG)

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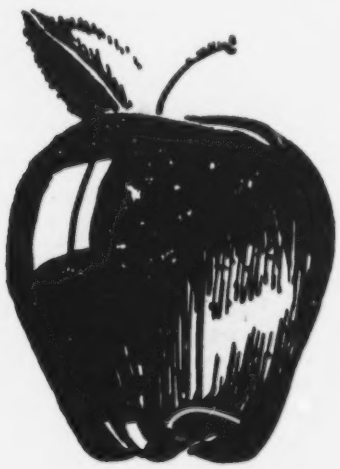
11- LET'S EAT (WII SI NI DAA) -

1.	BREAD	BA KWE ZHI GAN	(+)
2.	BUTTER	DOO DOO SHAA BOO BI MI DE	(-)
3.	COFFEE	MA KA DE MASH KI KI WAA BOO	(-)
4.	CORN	MAN DAA MIN (AG)	(+)
5.	EGG(S)	WAA WAN (OON)	(-)
6.	MEAT	WII YAAS	(-)
7.	MILK	DOO DOO SHAA BOO	(-)
8.	PEPPER	GAA- WII SA GANG	(-)
9.	POTATO(S)	O PIN {IIG / IIN}	(+)
10.	SALT	ZHII WI TAA GAN	(-)
11.	SOUP	NA BOOB	(-)
12.	SUGAR	ZIIN ZI BAA KWAD	(-)
13.	TEA	A NII BIISH	(-)
14.	WATER	NI BI	(-)
15.	WILD RICE	MA NOO MIN	(-)



12- FRUITS/VEGETABLES - WORDS THAT END IN "MIN"

+1.	APPLE(S)	MI SHII MIN (AG)	(+)
+2.	BEAN(S)	MIS KO DII SI MIN (AG)	(+)
3.	BLACK CHERRY(IES)	OO KWE MIN (AN)	(-)
4.	BLUEBERRY(IES)	MIIN (AN)	(-)
5.	CRANBERRY(IES) (HIGH BUSH)	A NII BI MIN (AN)	(-)
6.	CRANBERRY(IES) (LOW BUSH)	MASH KII GI MIN (AN)	(-)
+7.	CHOKECHERRY(IES)	A SA SA WE MIN (AG)	(+)
+8.	GOOSEBERRY(IES)	ZHAA BOO MIN (AG)	(+)
9.	GRAPE(S)	ZHOO MIN (AN)	(-)
10.	JUNEBERRY(IES)	GO ZI GWAA KO MIN (AN)	(-)
11.	PEA(S)	A NI JII MIN (AN)	(-)
12.	PIN CHERRY(IES)	BA WA' I MIN (AN)	(-)
+13.	RASPBERRY(IES)	MIS KO MIN (AG)	(+)
14.	STRAWBERRY(IES)	O DE' I MIN (AN)	(-)
+15.	WATERMELON(S)	ESH KAN DA MIN (AG)	(+)

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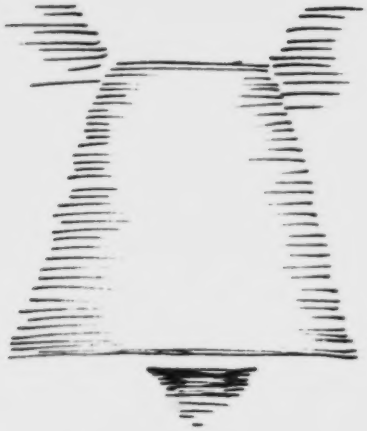
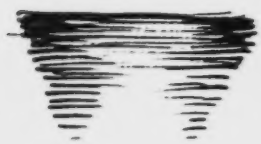
13- AROUND THE HOUSE -





1.	BED(S)	NI BAA GAN (AN)
2.	BLANKET(S)	WAA BO YAAN (AN)
3.	BOOK(S)	MA ZI NA' I GAN (AN)
4.	CHAIR(S)	A PA BI WIN (AN)
5.	CLOCK(S)	DI BA' I GII ZIS WAAN (AG)
6.	DOOR(S)	ISH KWAAN DEM (AN)
7.	ELECTRIC LAMP(S)	WAA SA MOO- WAA ZA KO NEN JI GAN (AN)
8.	FLOOR(S)	MI CHI SAG (OON)
9.	MATTRESS(ES)	A PI SHI MON (AN)
10.	PICTURE(S)	MA ZI NAA KI ZON (AN)
11.	PILLOW(S)	A PI KWE SHI MON (AN)
12.	TABLE(S)	A DOO PO WIN (AN)
13.	TELEVISION(S)	MA ZI NAA TE SI CHI GAN (AN)
14.	TOWEL(S)	GI ZIIN GWE' ON (AN)
15.	WINDOW(S)	WAA SE CHI GAN (AN)

14 - AROUND THE KITCHEN -

1.	BOTTLE(S)	O MOO DAY (AN)
2.	BOX(ES)	MA KAK (OON)
3.	BROOM(S)	JII SHA DA' I GAN (AN)
4.	CUP(S)	O NAA GAANS (AN)
5.	CUPBOARD(S)	A TAA SO WIN (AN)
6.	DIPPER(S)	GWAA BA' I GAN (AN)
7.	DISH(ES)	O NAA GAN (AN)
8.	FORK(S)	BA DA KA' I GAN (AN)
9.	FRYING PAN(S)	A BWE WIN (AN)
10.	KETTLE(S)	A KIK (OOG)
11.	KNIFE (KNIVES)	MOO KO MAN (AN)
12.	MATCH(ES)	ISH KO DENS (AN)
13.	REFRIGERATOR(S)	MI KWA MI- MA KAK (OON)
14.	SPOON(S)	E MI KWAAN ((ENS)) (AN)
15.	STOVE(S)	GI ZHAA BI KI ZI GAN (AN)

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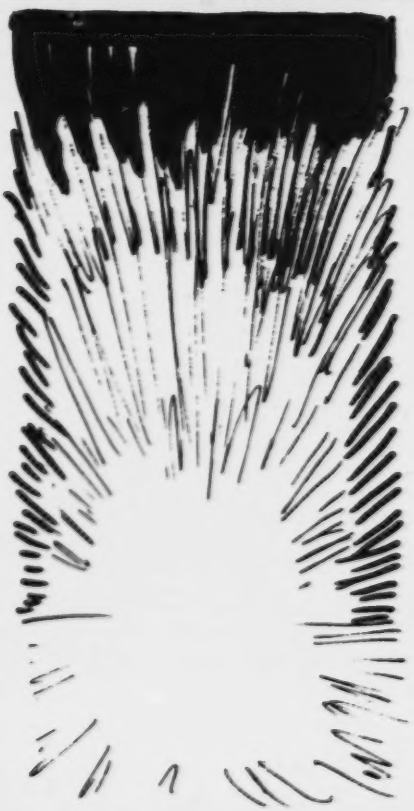
- ENGLISH MONTHS -	OJIBWE MONTHS 15	TRANSLATIONS
1. JANUARY	GI CHI MA NI DOO-GII ZIS	GREAT SPIRIT MOON
2. FEBRUARY	NA ME BI NI-	SUCKER FISH MOON
3. MARCH	O NAA BA NI-	HARD CRUST MOON
4. APRIL	IS KI GA MI ZI GE-	SAP BOILING MOON
5. MAY	ZAA GI BA GAA- (WAA BI GWA NI-	BUDDING MOON (FLOWERING MOON)
6. JUNE	O DE' I MI NI-	STRAWBERRY MOON
7. JULY	AA BI TA NII BI NO-	MID-SUMMER MOON
8. AUGUST	MII NI-	BLUEBERRY MOON
9. SEPTEMBER	MA NOO MI NI KE- (WAA TE BA GAA-	RICING MOON (LEAVES CHANGING COLOR MOON)
10. OCTOBER	BI NAA KWE-	FALLING LEAVES MOON
11. NOVEMBER	GASH KA DI NO-	FREEZING MOON
12. DECEMBER	MA NI DOO- GII ZIS OONS	LITTLE SPIRIT MOON

- SEASONS -

		-IN-	-LAST-
13. WINTER	BI BOON	-G	-ONG
14. SPRING	ZII GWAN	-G	-ONG
15. SUMMER	NII BIN	-G	-ONG
16. FALL	DA GWAAG	-IG	-ONG



16 - DAYS AND TIME -

1. SUNDAY - A NA MI' E GII ZHI GAD
2. MONDAY - NI TAM A NO KII GII ZHI GAD
3. TUESDAY - NII ZHO GII ZHI GAD
4. WEDNESDAY - AA BI TO SE
5. THURSDAY - NII YO GII ZHI GAD
6. FRIDAY - NAA NO GII ZHI GAD
7. SATURDAY - GI ZII BII GI SA GI NI GE GII ZHI GAD

8. TODAY - NOON GOM
9. TOMORROW - WAA BANG
10. DAY AFTER TOMORROW - A WAS WAA BANG
11. YESTERDAY - BI JII NAA GO
12. DAY AFTER YESTERDAY - A WA SO NAA GO

13. IN THE MORNING - GI GI ZHEB/// (PAST) ZHE BAA
14. IN THE AFTERNOON - ISH KWAA-NAA WA KWEG
15. IN THE EVENING - O NAA GO SHIG

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HOW'S THE WEATHER TODAY? 17	AANIIN EZHI- GIIZHIGAK NOONGOM?
1. IT'S A BAD DAY	MAA ZHI- GII ZHI GAD
2. THERE'S A BLIZZARD	BII WAN
3. IT'S CLEAR	MI ZHA KWAD
4. IT'S CLOUDY	NIN GWAA NA KWAD
5. IT'S COOL WEATHER	DA KAA YAA
6. IT'S COLD	GI SI NAA
7. THERE'S DEW ON THE GROUND	MIN DO KAD
8. IT'S FOGGY	A WAN
9. IT'S A NICE DAY	MI NO- GII ZHI GAD
10. IT'S HOT (INSIDE)	GI ZHI DE
11. IT'S HOT (OUTSIDE)	GI ZHAA TE
12. IT'S RAINING	GI MI WAN
13. IT'S SNOWING	ZOO GI PO (N)
14. IT'S THUNDERING	A NI MI KI KAA
15. IT'S WINDY	NOO DIN

18 - PLACES -

1.	NORTH	GII WE DIN (ONG)
2.	SOUTH	ZAA WAN (ONG)
3.	EAST	WAA BAN (ONG)
4.	WEST	NIN GAA BI' AN (ONG)
5.	DAKOTA COUNTRY	BWAAN- A KI (NG)
6.	CANADA (ENGLISH COUNTRY)	ZHAA GA NAA SHI WA KI (NG)
7.	LAKE SUPERIOR	GI CHI- GA MI (NG)
8.	MINNEAPOLIS	GA KA BI KAANG
9.	POND DU LAC	NA GAA JI WAN ONG
10.	GRAND PORTAGE	GI CHI- O NI GAM ING
11.	LEECH LAKE	GAA- ZA GA SKWAA JI ME KAAG
12.	MILLE LACS	MI SI- ZAA GA' I GAN ING
13.	NETT LAKE	A SA BE KO NE- ZAA GA' I GAN ING
14.	RED LAKE	MIS KWAA GA MI WI- ZAA GA' I GAN ING
15.	WHITE EARTH	GAA- WAA BAA BI GA NI KAAG

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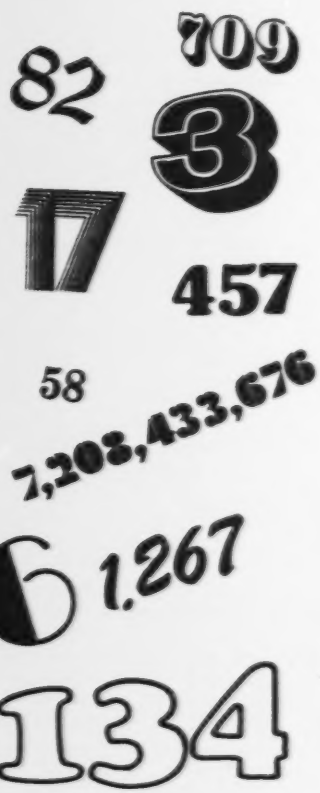
19- EVERYDAY EXPRESSIONS -

1. COME ON	AM BE
2. DON'T	GE GO
3. GOOD FOR YOU	HO WA
4. HELLO	AA NIIN (BOO ZHOO)
5. I'LL SEE YOU	GI-GA-WAA BA MIN
6. IT'S UP TO YOU	BOOSH KE GIIN
7. MAYBE	GA NA BAJ (MAA GI ZHAA)
8. NO	GAA WIIN
9. OKAY	A HAW
10. OUCH	O WA
11. PLEASE	DA GA
12. QUICKLY	WE WIIB
13. TOO BAD	HAY'
14. WAIT	BE KAA
15. YES	E YA (GE GET)



20- NUMBERS -

1	BE	ZHIG		60	NIN	GOD	WAAS	I MI DA NA
2	NIIZH			70	NIIZH	WAAS	I MI DA NA	
3	NIS	WI		80	NISH	WAAS	I MI DA NA	
4	NII	WIN		90	ZHAAN	GAS	I MI DA NA	
5	NAAN	AN		100	NIN	GOD	WAAK	
6	NIN	GOD	WAAS WI	200	NIIZH	WAAK		
7	NIIZH	WAAS	WI	300	NIS	WAAK		
8	NISH	WAAS	WI	400	NII	WAAK		
9	ZHAAN	GAS	WI	500	NAAN	WAAK		
10	MI	DAAS	WI	600	NIN	GOD	WAAS WAAK	
20	NIIZH	TA	NA	700	NIIZH	WAAS	WAAK	
30	NIS	I MI	DA NA	800	NISH	WAAS	WAAK	
40	NII	MI	DA NA	900	ZHAAN	GAS	WAAK	
50	NAAN	I MI	DA NA	1000	MI	DAAS	WAAK	

'ASHI' IS USED TO CONNECT NUMBERS
11 MI DAAS WI A SHI BE ZHIG
(or just A SHI BE ZHIG)
22 NIIZH TA NA A SHI NIIZH

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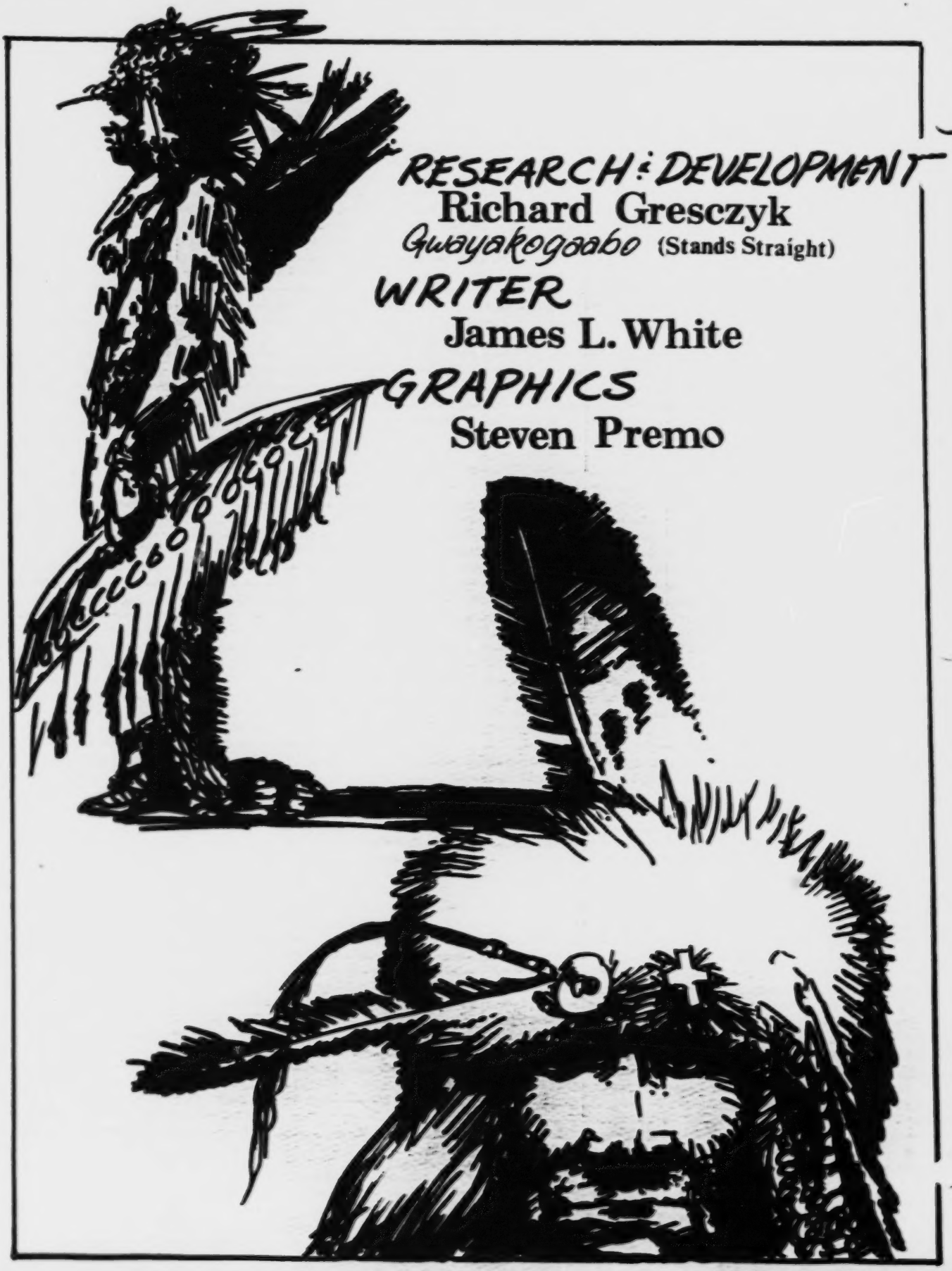

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